

ANALYSIS OF THE LEARNING PROCESS IN THE SEWING COURSE PROGRAM AT LPK MODES NOOR SAMARINDA

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ABSTRACT

This study aims to analyze the learning process in the sewing course program at LPK Modes Noor Samarinda. The focus of the research lies in the three main stages of the learning process, namely planning, implementation, and evaluation. This study uses a qualitative approach with a descriptive method. Data collection techniques are carried out through interviews, observations, and document studies. The results of the study show that the learning process is designed systematically and adaptively to the diverse backgrounds of students. The planning phase includes setting clear learning objectives, inclusive participant recruitment, selecting competent instructors, providing adequate facilities and infrastructure, and allocated funding to support the sustainability of the program. The implementation stage is carried out in a flexible time with individual material delivery, the use of appropriate learning media, the application of lecture methods, questions and answers, demonstrations, and practices, as well as two-way communication and motivation so as to create a supportive and productive learning atmosphere. Evaluation is carried out formatively and summatively to measure the cognitive, psychomotor, and affective aspects of students. This program shows success in the form of increasing knowledge and skills, creating economic opportunities, optimizing leisure time, and changing mindsets.

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INTRODUCTIONS

Education is a process designed to shape the character of students to be able to understand and distinguish between good and bad things in the life of society, nation, and state. Education is an effort to improve knowledge and skills for individuals to have provisions to face problems in life (Mustangin, 2020). Thus, the role of education is very crucial in the context of the nation and state, especially in creating quality human resources. Through education, efforts to improve people's welfare can be realized, so that education focuses not only on the academic aspect, but also on the development of skills and social values that are necessary in daily life (Baniah et al., 2021). Education is basically a conscious effort to develop an individual's personality, either through a learning process that takes place inside and outside

of school and lasts throughout life. This educational process can occur in a variety of settings, including families, schools, and communities (Triwinarti, 2020). Within the framework of the national education system, education is directed to improve the quality of human resources as an effort to educate and advance the life of the nation. In accordance with the National Education System Law No. 20 of 2003, education is defined as a conscious effort to develop individual potential through a learning process recognized by the community (Kartikawati & Sutarto, 2019).

In line with the importance of the role of education, it needs to be understood that the educational process does not take place in a vacuum, but always takes place in an environment that affects the dynamics and outcomes of learning. The educational environment can be interpreted as all elements that support and influence the course of the learning process. These elements include the environment physical, social, cultural, security, and comfort aspects including humans, animals, plants, and inanimate objects (Mawardi, 2022). In the institutional context, educational institutions are places where educational interactions take place that aim to shape and change individual behavior for the better. This institution not only serves as a formal forum for education, but also as a social space that is closely tied to the surrounding environment (Irsalulloh & Maunah, 2023).

Educational institutions in Indonesia can be grouped into three main categories, namely formal, informal, and non-formal educational institutions. Non-formal education is intended for people who need educational services as a substitute, supplement, or complement to formal education, so as to support lifelong education and function as an effective means in developing students' character (Nisa et al., 2025). Various forms of non-formal education include equality education, personality education, early childhood education, skills education and job training, and education that supports formal education (Latifa & Pribadi, 2021). The contribution of non-formal educational institutions is very significant in supporting the development of education in Indonesia. One of the non-formal education units that has a significant contribution to community skill development is the Job Training Institute (LPK). This institution is one of the non-formal education units organized for people who need knowledge, skills, life skills, and attitudes needed for self-development. The objectives of this institution include assisting individuals in developing their professions, entering the world of work, running independent businesses, and continuing education to a higher level (Fadilah & Fakhruddin, 2019). Thus, LPK not only creates a skilled workforce, but also contributes to building economic independence of the community.

LPK Modes Noor is one of the job training institutions in Samarinda that plays an important role in improving community skills, especially in the field of sewing. The sewing course program offered by LPK Modes Noor has a variety of positive impacts on students and the surrounding community. Some of these impacts include increasing knowledge and skills, creating economic opportunities, optimizing leisure time, and changing mindsets. These impacts are in line with the purpose of learning a sewing course, which is to provide sewing knowledge and skills to participants, so that they can be better prepared to enter the world of work or entrepreneurship (Wahyuni & Sutarto, 2018). Through skills training, housewives and adolescents not only gain knowledge but also can fill their free time productively (Baniah et al., 2021). Before the presence of LPK Modes Noor, there were still many people who viewed that women did not need to have their own skills or income, because their main task was considered only limited to taking care of the household. Women are often more emphasized in their role in managing households than as agents of development (Damayanti et al., 2023). However, the existence of this institution is slowly changing this view. People are now increasingly aware of the importance of having skills and economic independence for women. Not a few students who previously did not have sewing skills are now skilled and able to use these skills as a source of income by working as tailors.

The sewing course program implemented by LPK Modes Noor has shown success by increasing students' knowledge and skills, creating economic opportunities through independent sewing businesses, optimizing free time productively, and changing people's mindset towards the role of women. This success certainly does not happen instantly, but is the result of a learning process that is systematically designed, starting from the planning, implementation, to evaluation stages. The learning process is a systematic and gradual process of knowledge and skill transfer related to the field being taught (Fatoni et al., 2024). In general, the learning process consists of several stages, namely planning, implementation, and evaluation (Novitasari et al., 2022). The training learning process which includes planning, implementation, and evaluation is very important in producing qualified and competitive graduates in the world of work (Andzarini & Sutarto, 2020).

Based on this explanation, it is known that it is important to conduct an analysis of the learning process at job training institutions. This analysis aims to find out how to realize an effective program, so that the expected goals can be achieved. This research is focused on describing the learning process which includes planning, implementation, and evaluation in the sewing course program at LPK Modes Noor. By examining these three aspects, it is hoped that a complete picture can be found of how this job training program is able to improve skills, open up economic opportunities, fill time productively, and change the mindset of students and society at large.

METHOD

Research on the learning process in the sewing course program at LPK Modes Noor was carried out by applying a qualitative approach and descriptive methods. The selection of this approach and method aims to provide an accurate picture of the phenomenon being studied through written expressions that reflect findings in the field. The qualitative approach provides an opportunity for researchers to explore the experiences and views of tutors and students in more depth, so that the results of the research provide a more complete understanding of the course program implemented. In addition, the descriptive method helps researchers present data regularly, so that readers can understand the context and dynamics that occur during the learning process. Qualitative descriptive research aims to understand various social or humanitarian phenomena in depth (Fadli, 2021).

The main activity in this study is data collection which aims to produce relevant findings. The data collection process is the most strategic step in the research because the main purpose of the research itself is to obtain data (Mustangin et al., 2018). The data collection process is carried out by applying various appropriate techniques and instruments. These techniques and instruments are chosen to ensure that the data obtained is accurate and reliable. Data collection techniques are a way used by researchers to collect data in the field needed in research, while research instruments are tools used by researchers to obtain data or information during the research process. The following is an explanation of the data collection techniques and instruments used in this study.

1. Interview

Interview techniques are applied to dig deep and detailed information from informants who have knowledge, experience, or direct involvement with the research topic. In the context of this research, interviews were conducted with parties directly involved in the sewing course program at LPK Modes Noor, namely the owner and tutor of LPK Modes Noor and students of the sewing course program. The researcher used a data collection instrument in the form of an interview guide. The guide contains a set of questions that serve as a reference for researchers in conducting interviews with research informants. The questions asked by the researcher focused on the planning, implementation, and evaluation aspects of the sewing course program at LPK Modes Noor.

2. Observation

The data collection technique through observation was carried out by the researcher to collect information directly from the field by observing how the planning, implementation, and evaluation of the sewing course program took place at LPK Modes Noor. Through these observations, researchers can obtain relevant and in-depth data about the situation being studied. To support the data collection process, an instrument in the form of an observation sheet is used as a guide for researchers in recording things observed in a structured manner. The use of this observation sheet is important to ensure that all relevant aspects are recorded properly, so that data analysis can be carried out more systematically.

3. Document Study

Document study is a data collection technique that is carried out by analyzing documents relevant to the research. The documents studied to strengthen the data in this study were in the form of written documents and photos related to the learning process in the sewing course program at LPK Modes Noor. The data collection instrument used is a document study guide. This guideline contains instructions on the relevant types of documents, data collection strategies, and aspects to consider when analyzing document data. The data obtained from the study of this document can strengthen the data from interviews and observations, so that the overall data produced becomes more accurate.

The data that has been collected is then analyzed using data analysis techniques. Miles et al. propose a qualitative data analysis process including data reduction, data presentation, as well as drawing conclusions and verification. (Rijali, 2018). Data reduction is a process that involves selecting and simplifying raw data, so that the information generated is easier to present. After that, the presentation of data is carried out by organizing information in the form of narrative text that allows conclusions to be drawn and taken actions in a structured manner so that it is easy to understand. The last process is the drawing of conclusions and verification which is carried out by referring to references or supporting scientific evidence so that the data of the research results can be concluded validly and can be accounted for.

RESULT AND DISCUSSIONS

LPK Modes Noor is a form of non-formal educational institution that plays an important role in improving people's skills, especially in the field of sewing. The name of this institution is taken from the name of its founder, Mrs. Noor. Located at Gunung Merbabu Street, Semangat Alley No. 49, Jawa Village, Samarinda Ulu District, Samarinda City, East Kalimantan, this institution is a family business that has been passed down from generation to generation. Therefore, the year of its establishment is not known for sure. However, it is known that since 1999, the management of this institution has been continued by the daughter of its founder who is also named Mrs. Noor. As an institution that has experience in organizing sewing course programs, LPK Modes Noor has succeeded in showing its consistency in providing a positive impact on students and the surrounding community. This success is the result of the implementation of a learning process that is systematically arranged, starting from the planning, implementation, to evaluation stages. An effective learning process must include careful planning, purpose-driven implementation, and thorough evaluation to measure learning effectiveness (Wahyuni & Sutarto, 2018). The institution's commitment is not only focused on improving individual skills, but also on efforts to empower the community at large through the provision of quality and sustainable education.

Planning

Learning planning is a crucial initial stage before the teaching and learning process is implemented. This stage is the main reference in designing the course of directed learning activities. A systematically arranged planning not only helps create an organized learning flow, but also contributes to the overall development of learners' competencies. Learning planning in the sewing course program is carried out carefully through the determination of various important aspects that support the success of the program, including: determination of learning objectives, recruitment of participants, educators, learning facilities and infrastructure, and financing (Finanindira & Sutarto, 2025). Careful planning is the basis for the creation of a learning process that not only runs smoothly, but is also able to provide a meaningful learning experience and a real impact on students.

LPK Modes Noor was established based on Mrs. Noor's desire to share her sewing skills with women in the surrounding environment. Mrs. Noor did not agree with the mindset of the people at that time who think that women don't need to have skills or income. This initiative is in line with the beginning of the formation of the learning in the sewing course program at LPK Modes Noor, that is so that students acquire adequate sewing skills and have the opportunity to earn income through work as a tailor after participating in the sewing course program. Learning objectives are the final results that must be achieved by students after following a learning process (Amanda & Albina, 2024). The learning objectives of LPK Modes Noor are strengthened by the vision and mission, namely:

1. Develop a sewing method, both in theory and practice.
2. Providing skills to students so that they can apply in the community.
3. As a means of channeling talents and interests of residents to learn according to their abilities.
4. Increase skilled and creative human resources.
5. As a means to the community, residents learn to create various types of quality clothing.

Participants who take part in the sewing course program at LPK Modes Noor are called students. Prospective students who are interested in participating in the sewing course program can register directly at LPK Modes Noor or online via WhatsApp. Most of the students who take part in the sewing course program get information about LPK Modes Noor through recommendations from friends or relatives. However, there are also a number of participants who get this

information through digital platforms, such as Instagram and Google Maps. In this institution, there are no special provisions that must be met by prospective students who register other than being willing to pay the registration fee and collect a photocopy of their ID card. There are currently 5 students who actively participate in learning at LPK Modes Noor. It is known that these students have a composition that reflects the diversity of ages and professions, consisting of students, housewives, and self-employed people who have various different reasons for participating in this course program. Some of these reasons include the desire to learn new skills, the productive use of free time, and efforts to train memory. The initial level of competence of students also shows significant diversity, some do not have sewing skills at all, while others have mastered basic sewing techniques, so it is known that students come from various skill backgrounds, but all have similarities in terms of motivation to develop their potential through skills education. The goal of non-formal education covers all levels of society without restrictions on age, gender, socioeconomic status, or previous education level (Wahyuni, 2021).

Currently, Mrs. Noor is the owner and only educator at LPK Modes Noor. Ms. Noor chose not to recruit other instructors because she found it difficult to entrust the learning process to others. She wants to make sure that every student gets maximum results. Mrs. Noor has very adequate readiness and competence as a sewing instructor. Not only an expert in teaching sewing skills, an instructor is also required to be able to convey material effectively and easily understood by students. This ability is very important so that students can understand the concepts and techniques taught well. In addition, instructors also play a role in providing solutions for students who experience difficulties, so that the learning process can take place smoothly. They must also be able to adapt learning methods to the needs and characteristics of students, so that each individual can learn in the way that is most suitable for them. The instructor functions as the main facilitator in the learning process who plays a role in helping students understand the material. Instructors are individuals who have the responsibility to teach material as well as provide exercises and guidance to students (Wahyuni & Sutarto, 2018). In their capacity as facilitators, instructors have an important role in creating a comfortable and enjoyable learning environment.

Another important aspect of learning planning is learning facilities and infrastructure. Everything that can be used as a tool in supporting the implementation of the learning process is a means and infrastructure for learning (Ellong, 2017). LPK Modes Noor realizes that the existence of adequate facilities and infrastructure greatly affects the effectiveness of learning. Therefore, this institution has provided various facilities and infrastructure to ensure that the needs of learning residents are met during the learning process. The facilities available at LPK Modes Noor include sewing machines, overlock machines, button machines, Wi-Fi, tables, chairs, whiteboard, and other sewing support tools such as fabrics, scissors, thread, needles, pencils and others. The completeness of this facility allows students to hone their sewing skills better. In addition, infrastructure such as practice rooms, bathrooms, and parking spaces are also available to create a comfortable learning environment.

The implementation of non-formal education such as sewing course programs is certainly inseparable from the need for financing. Financing is one of the crucial aspects in the operations of LPK Modes Noor because it has a direct effect on the sustainability and quality of the programs offered. The source of financing for this institution comes from a registration fee of IDR 3,000,000 which is paid once by students when registering. The funds collected are allocated to the procurement and maintenance of learning infrastructure facilities and the provision of honorariums for instructors. The allocation of costs carried out by LPK Modes Noor is in accordance with the purpose of education financing, which is to ensure the availability and sustainability of the main components of education, such as infrastructure, educators, curriculum development, and other operational needs (Mesiono & Haidir, 2020). Therefore, education financing must be managed in a planned and proportionate manner so that all aspects of the learning process can run optimally.

Implementation

The implementation of learning is the realization stage of the planning that has been prepared beforehand. At this stage, there is a process of delivering knowledge for changes in students after completing learning (Monika et al., 2024). In the context of skills education such as sewing course programs, the implementation of learning does not only dwell on the delivery of theoretical material, but rather focuses on the development of practical skills. This stage also serves as a benchmark to assess whether the learning objectives that have been formulated can be achieved in accordance

with the expectations and needs of students. Therefore, various components in the implementation of learning must be carefully considered, including timing, material delivery, media use, application of methods, communication relationships, and motivation (Finanindira & Sutarto, 2025).

LPK Modes Noor does not set a specific learning time for each student, but rather provides freedom in determining learning time. Non-formal education is an education that offers learning opportunities that can be adjusted and flexible to the needs and schedules of each student (Mustangin et al., 2021). All LPK Modes Noor students are allowed to participate in learning at any time and without a time limit during operational hours. This institution operates five days a week, namely on Monday, Tuesday, Thursday, Friday, and Saturday with opening hours from 10.00 to 20.00 WITA. This flexibility of learning time is designed to adapt to the diverse backgrounds of students. For example, students who are still in school usually choose to take part in learning after school or on weekends. Meanwhile, students who have other busy lives, such as housewives and self-employed people, take part in learning in their free time while waiting for their children when they go to school or after completing daily activities. LPK Modes Noor strives to create an inclusive and supportive learning environment for all students, so that they can develop sewing skills according to their abilities and available time.

Another form of adjustment can be seen from the delivery of learning materials in the sewing course program at LPK Modes Noor. The delivery of material at this institution is adjusted to the competence of students. There is no requirement for students to understand the material within a certain period of time because the instructor delivers the material one by one to each student in stages from simple to complex concepts. The material taught is compiled systematically, sequentially, and continuously, starting from easy material to complex material (Novitasari et al., 2022). The material presented included the introduction and how to use tools and materials, body measurement techniques, making basic patterns, basic sewing techniques, and clothing design. In participating in the learning process, students are expected to master the material delivered by the instructor well. Mastery of this material is carried out gradually in each meeting.

Learning materials are delivered through intermediaries in the form of learning media. The learning media used by students at LPK Modes Noor is in the form of modules, whiteboard, sewing samples, and sewing machines. The learning media is used effectively by instructors and students according to their respective uses. The module serves as a written guide that contains theoretical material and practicum steps, so that students can learn concepts independently outside of learning hours. The whiteboard is used by instructors to explain sewing basics, measurement techniques, and create visual illustrations directly during learning. Examples of stitches act as a demonstration medium that gives a real picture of the quality standards that must be achieved. By observing the example of the stitches, students can observe firsthand the details of good stitches. Meanwhile, sewing machines are the main tool in practice, where students can apply all the theories that have been learned directly. Learning media has a role in transferring information during the learning process and contributing to increasing supervision and responsibility for the learning process of each student (Shela et al., 2025). The use of these media creates a multisensory approach to learning, with modules as reading materials, whiteboard for visualization, sewing examples for observation, and sewing machines for practical experiences.

The implementation of good learning requires synergy between materials, media, and learning methods. The material functions as the content that is taught, the media acts as an intermediary in the delivery of the material, while the method is an implementation strategy that connects the two. The methods applied at LPK Modes Noor are lecture, question and answer, demonstration, and practice. The lecture method is used to convey theoretical information in a systematic manner, where the instructor explains the basic concepts of sewing, including the tools used, the types of fabrics, and the basic techniques. Through the question and answer method, students are given the opportunity to ask questions related to material that they have not yet understood, so that the instructor can provide additional explanations to deepen students' understanding. Furthermore, the demonstration method is applied by the instructor to demonstrate sewing techniques directly, so students can see the application of theory in practice. Then students are given the opportunity to apply all the theories and techniques that have been learned through hands-on practice which is the core of learning at LPK Modes Noor. Method is a way used by educators to provide material to students to achieve learning goals

(Ulfa & Saifuddin, 2018). The proportion of the application of these methods in the implementation of learning at LPK Modes Noor is aligned with the preferences of students.

Communication also plays an important role in completing the learning implementation stage at LPK Modes Noor. Communication between instructors and learners takes place in two directions with a relaxed and familiar atmosphere. Instructors not only deliver material, but also actively listen and respond to questions and feedback from students. Meanwhile, students are encouraged to ask questions, convey the difficulties faced, and provide feedback related to the learning process. Communication between instructors and students is carried out to facilitate the delivery of material (Wahyuni & Sutarto, 2018). In addition, communication between students is also established naturally. Students who met during the learning communicated with each other about various things, such as asking for input about the stitches being done, sharing experiences about the challenges faced when sewing, and even telling stories about daily life. This good communication makes students more free and less awkward, so that a fun learning process is created.

The role of instructors at LPK Modes Noor is not only to teach, but also as a motivator. Instructors play an active role in creating a supportive atmosphere by providing positive encouragement and recognition for the progress made by learners. Praise given for efforts and achievements contributes to increasing students' confidence, thus encouraging them to be more motivated to continue learning. Giving challenges that are in accordance with students' competencies is also an effective strategy in motivating them, because it encourages them to overcome obstacles and achieve learning goals. According to Sadirman, learning motivation can be understood as the overall driving force in students that causes, ensures continuity, and provides direction for learning activities, so that learning goals are expected to be achieved (Laka et al., 2020).

Evaluation

The last stage in the learning process that has a strategic role in ensuring the achievement of overall learning objectives is evaluation. As the final component in the learning cycle at LPK Modes Noor, the evaluation is not solely oriented towards the final result in the form of students' sewing products, but also includes a thorough assessment of cognitive, psychomotor, and affective aspects. These three aspects include understanding the theory taught, the development of sewing skills, and the attitude of students during the learning process. Evaluation in learning has a dual function, not only as a tool to assess student achievement, but also as a reflective means to improve and develop the learning program as a whole (Latif, 2019). Through the evaluation process, strengths and weaknesses in the implementation of learning can be objectively identified and used as a basis for developing future development strategies. Based on this, LPK Modes Noor applies two forms of evaluation in assessing the effectiveness of the sewing course program, namely process evaluation and outcome evaluation. Process evaluation focuses on observation during learning activities, while outcome evaluation assesses students' final achievements, thus providing a comprehensive picture of the effectiveness of the program being run.

Process evaluation focuses on assessment during the learning process which is carried out on an ongoing basis through direct observation of students' sewing skills and the ability to apply the sewing techniques that have been taught into real practice. Instructors actively provide feedback in the form of formative evaluations that aim to guide learners in correcting mistakes and gradually improving the quality of their skills. Formative evaluation is carried out in the midst of a learning program that plays a role in monitoring the development of students and providing feedback to instructors and students (Fitria et al., 2024).

The summative assessment is carried out as an outcome evaluation that assesses the final achievement of students after they are able to produce sewing products independently without the help of instructors. The products sewed by students are then assessed based on certain criteria such as neatness, creativity, and product function in the context of its use. Summative evaluation is important to measure the success rate of a program after the program ends (Devi et al., 2022). Students who show qualified sewing competence and are interested in continuing to the professional stage will be registered by the institution to take the employment certification exam organized by the Ministry of Manpower. This step is a form of support for LPK Modes Noor in helping students access job opportunities and formal recognition of competencies.

CONCLUSION

The learning process in the sewing course program at LPK Modes Noor Samarinda is carried out through systematic stages, including planning, implementation, and evaluation. These three stages complement each other to ensure that the learning process runs effectively and achieves the goals that have been set. The learning approach used is flexible and adaptive to the conditions and needs of students who come from various age, social, and skill backgrounds. This learning process has succeeded in improving students' sewing knowledge and skills, creating economic opportunities for students through sewing efforts, creating productive activities to optimize free time, and changing people's mindset towards the role of women.

At the planning stage, LPK Modes Noor shows careful learning planning by including clear learning objectives, inclusive participant recruitment, selection of competent instructors, provision of adequate facilities and infrastructure, and financing management carried out independently by the institution, where operational funds are obtained from participant contributions and allocated to support the sustainability of the program. The overall learning planning shows the awareness and commitment of the institution to create a conducive, inclusive, and sustainable learning environment.

The implementation stage of learning at LPK Modes Noor takes place flexibly and is centered on the needs of students. The instructor provides freedom for participants to determine the learning time according to the conditions of each participant. The material is delivered individually and gradually according to the level of mastery of each student. The implementation of learning is strengthened by the use of learning media such as modules, whiteboard, sewing samples, and sewing machines. In addition, applied learning methods such as lectures, questions and answers, demonstrations, and practice allow learners to understand theory thoroughly, but also encourage active engagement and real learning experiences. The warm communication and motivation that the instructor continues to provide also creates a supportive and productive learning atmosphere.

Learning evaluation is carried out thoroughly and continuously, including process and outcome evaluation. Process evaluation is carried out in a formative manner throughout the learning activities, with an emphasis on direct observation and providing feedback on student activities. Then the summative evaluation of the outcomes is focused on the assessment of the products sewed by students based on certain criteria, namely neatness, creativity, and product function in the context of its use. The application of these two forms of evaluation provides a complete picture of the development of students' competencies as well as a reference in the improvement and development of future learning programs. By using these two forms of evaluation, LPK Modes Noor succeeded in organizing a learning process that is not only results-oriented, but also empowering.

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